



THE ROYAL HIGH SCHOOL

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Rector
Pauline Walker

The Royal High School Standards & Quality Report for Session 2017/8 and Improvement Plan for Session 2018/9

Summary for Parents

All schools are required to write an annual Standards and Quality Report. This document reflects on progress made with priorities over the course of the previous session and makes evaluative comments about key aspects of the school. We are also required to prepare an Improvement Plan which sets out our priorities for development over the course of the next session. Both of these documents are available in full on our website here:

<https://royalhigh.wordpress.com/parents-carers/#reports>

Paper copies are available on request from the school office.

This report is a summary of these documents which we issue to parents. We hope you find it useful and informative. It should be read in conjunction with our annual report which gives a fuller report of what happened across the school in the last 12 months. This can also be found on our website.

We would be delighted to receive feedback, which should be sent to Mrs Walker through the school office or our email account admin@royalhigh.edin.sch.uk.

Standards and Quality Report

Please note the term 'Virtual Comparator' is used as a measure of success in this report. It is a way of comparing the performance of all pupils at our school with a group of pupils, taken from around Scotland, who have the same backgrounds as those of our school. This gives a fair way of comparing our own performance to that of a similar group of pupils, so that we can see where performance is strong and where it might be considered as needing improvement.

Improvements in Performance

Standards of attainment continue to be very good and compare very well with results in Edinburgh and across Scotland. We continue to evaluate attainment to seek ways in which pupils can be supported to achieve their best.

In S1-3 students have made very good progress in their Curriculum for Excellence courses. The majority of students in S1, 2 are currently judged to be working well within their learning within Level 3 in all subjects. In S3 most students are working within level 4 and this leads to the majority presenting within National 5 in S4.

Our results at the end of S4 continue to be very good. Almost all measures across the middle school have been sustained or improved with positive trends. Within National 5, 71% of learners achieved at least 5 passes. This demonstrates a very high level of attainment within our S4.

We also continue to have very good results within our senior school. We judge attainment in S5 and S6 to be very good.

- 83% of learners gained at least 1 Higher award by the end of S5. This is an increase on the previous year with a positive trend.
- 70% of learners gained at least 3 Higher awards by the end of S5. This is an increase on the previous year with a positive trend.
- 39% of learners gained 5 Higher awards by the end of S5. This is an increase on the previous year with a positive trend.
- 65% of learners leave at the end of S6 with 5 or more awards at Higher. This is an increase on the previous year with a positive trend.
- 94% of learners leave at the end of S6 with at least one award at Higher. This is an increase on the previous year with a positive trend.
- 51% of learners gained at least 1 Advanced Higher award by the end of S6. This is an increase on the previous year with a positive trend.

A number of departments demonstrated excellent attainment and the majority of our departments outperformed virtual comparators and national performance at National 5, Higher and Advanced Higher level.

Areas for improvement on which we will focus this session are improving outcomes for the lowest attaining pupils in S4-6, continuing to improve the number of pupils achieving at least 1, 3 and 5 passes at Higher level by the end of S6 and we will also focus on improving the number of pupils completing Advanced Higher courses successfully within the S6.

Literacy & Numeracy: Almost of our learners attending the Royal High school attain literacy and numeracy at level 5 by the time they leave (98%) This is above our Virtual Comparator. We work closely with partners to attain this in particular with those who do not attend the school and who are working with the outreach team.

We work hard to promote an ethos of achievement across our senior school and almost all students responded very well to our challenge. These students have been well rewarded and the number of our leavers moving on to Further and Higher Education continues to increase. We have also opened up a wider number of academic and vocational options for all students. Our tracking scheme is embedded across S1-6 and ensures all students know exactly what they are currently working towards, currently working at and what strategies they need to employ to ensure success.

Positive destinations after school are very strong. Almost all young people who left in the 2017/8 session are currently in sustained positive destinations. Our school leaver numbers entering further or higher education, employment or training continue to be very strong, with sustained positive destination figures of 97%. More than 50% of our leavers move on to Higher Education.

Wider achievement also continues to be an area of strength, with pupils being presented for a wide range of vocational and volunteering awards, as well as engaging with programmes

such as JET (Jobs, Education and Training), Foundation Apprenticeships, Career Academies and the Youth and Philanthropy Initiative. Opportunities to perform, participate and compete in a wide range of extra-curricular activities, such as Sports, Arts, Music, Dance, and to participate in travel opportunities, are many and varied. Further details of these can be found in our Annual Report.

Learners' Experiences

Most learners are motivated and actively engaged in their learning. Learners' views on learning and teaching are regularly sought and most feel that they are making good progress with their learning. Extensive curricular and extra-curricular programmes, along with many opportunities for excursions out of school, provide a range of experiences to challenge and engage pupils, increasing confidence and broadening horizons. Vocational courses are increasingly available, delivered through school or in partnership with other providers, and the school has an excellent record of supporting pupils into positive destinations, including further and higher education. Learners are encouraged to demonstrate leadership at all levels and achievement is celebrated at every opportunity, through the bulletin, newsletters, the website, twitter, postcards, assemblies, notice boards, performances and at two awards ceremonies every year.

We have a strong model to facilitate pupil voice and this is an integral part of our school improvement. Our Nation Councils and Pupil Parliament meet regularly and feedback to Senior Management Team. Plans for changes are created collegiately and this is fed back to the whole school.

Meeting Learners' Needs

Learners are regularly assessed for learning needs; strategies and resources, including access to ICT, are put in place to address barriers to learning. Specialist staff are deployed effectively and the school works with parents and many partner agencies to ensure learners' needs are met. *Getting it Right for Every Child*, a national framework designed to ensure the needs of all children are met continues to be developed in the school.

Curriculum

Our curriculum model continues to be developed to meet the needs of all learners. Additional course options continue to be added year on year such as Career Academy, Foundation Apprenticeships, Sports Leaders, Electronics, Duke of Edinburgh (extra-curricular and in school including group), JET (Jobs, Enterprise & Training work placement).

Improvement through Self-Evaluation

As a school we are committed to improvement through self-evaluation. Data is regularly and rigorously monitored; views of stakeholders are sought through surveys and focus groups; classroom observation takes place regularly. The conclusions from these activities have been used to develop improvement strategies and target support.

Improvement Plan

Over the next session we will be working within the **CEC Strategic Priorities for Schools 2016-2019**.

1. Improvement in children and young people's attainment/achievement, particularly in literacy and numeracy.
2. Closing the attainment gap between the most and least disadvantaged children and young people.
3. Improvement in children and young people's health and wellbeing.
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people.
5. All schools and establishments should engage in professional learning programmes for all staff in relation to promoting accessibility and equalities, with particular regard to children and young people with autism.

Detailed action plans have been developed for each of these priorities.

Our full Standards & Quality Report and Improvement Plan can be found on our website at <https://royalhigh.wordpress.com/parents-carers/#reports>. A paper copy can also be requested from the school office.